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Cover Sheet for Assessment Plans

BY:

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Arts, Sciences, and Business

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Bachelor of Science in Technology Management

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program. | Date of Endorsement: <u>5-3-05</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|

Ron Von Bergen
Department Head's Signature

7-12-05
Date

Dani K. Miller
College Dean's Signature
(Required for Undergraduate Programs)

7/12/05
Date

Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

Date

November 1, 2004: Assessment plans are to be sent to the respective Dean
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

**Degree Program
Assessment of Student Learning Plan
Kansas State University**

Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: College of Technology and Aviation
 Department: Department of Arts, Sciences, and Business
 Date: November 2, 2004

B. Contact Person(s) for the Assessment Plans

Don Von Bergen, Department Head

C. Degree Program

Bachelor of Science in Technology Management

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

1. Demonstrate the ability to communicate clearly and concisely in written and verbal communications.
2. Develop and demonstrate skills in managing and leading people, organizations, and systems.

Special rationale for selecting these learning outcomes (optional):

No special rationale.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

| Program SLOs | University-wide SLOs (Undergraduate Programs) | | | | | Program SLO is conceptually different from university SLOs |
|------------------|-----------------------------------------------|-------------------|---------------|-----------|-----------------------------------|------------------------------------------------------------|
| | Knowledge | Critical Thinking | Communication | Diversity | Academic / Professional Integrity | |
| 1. Communication | | | XX | | | |
| 2. Management | XX | XX | | | XX | |

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

| Learning Outcomes | Measures | | | Who will be assessed? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------|----------|-----------------------------------------------|
| | Direct | Indirect | Not sure | |
| Demonstrate the ability to communicate clearly and concisely in written communication. (The initial focus will be on the written aspect of the SLO.) | Assessment of the group dynamics paper from a communications perspective, using an appropriate rubric. | | | All TCMG students enrolled in Management 420. |
| Develop and demonstrate skills in managing and leading people, organizations, and systems. (The initial focus will be on managing and leading people.) | | Survey of TCMG grads (alumni). | | Employed grads of the program. |
| Develop and demonstrate skills in managing and leading people, organizations, and systems. (The initial focus will be on managing and leading people.) | Students complete a paper/project on group dynamics. (Rubric used) | | | All TCMG students enrolled in Management 420. |

3. When will these outcomes be assessed?

| Learning Outcomes | Timetable for Assessment Learning Outcomes | | | Baseline Created? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| | 2005 | 2006 | 2007 | |
| Demonstrate the ability to communicate clearly and concisely in written communication. (Focus on one aspect of the SLO) | Once per semester | Once per semester | Once per semester | 2-year baseline data created after 2006 spring semester. 2007 data will be compared to the baseline. |
| Develop and demonstrate skills in managing and leading people, organizations, and systems. (The initial focus will be on managing and leading people.) | Once per semester. (Paper in 420) | Once per semester. (Paper in 420) | Once per semester. (Paper in 420) Alumni Survey | 3-year baseline data created after 2006 spring semester. Alumni survey will be taken each three years. |

3. (Continued) when and in what format will the results of the assessment be discussed?

| Faculty Involved/Format of Discussion | Timetable for Assessment Learning Outcomes | | | |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| | 2005 | End of 2006 | 2007 | |
| English faculty teaching English 100. Face-to-face setting. (Communication SLO) | (Data collection) | Compile, interpret, and discuss the results of the data from the previous two years. | (Data Collection continues) | 2-year baseline data created after 2006 spring semester. 2007 data will be compared to the baseline. |
| Business faculty teaching Management 420. Face-to-face setting. (Management SLO, direct assessment method.) | Data Collection. | Data Collection continues. | Compile, interpret, and discuss the results of the data from the previous three years. | 3-year baseline data created after 2007 spring semester. |
| Technology Management Faculty & Advisory board members. Create and mail survey. (Management SLO, indirect assessment method.) | | | Create and send out survey. | |

4. What is the unit's process for using assessment results to improve student learning?

| Learning Outcomes | Improvement plan |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Demonstrate the ability to communicate clearly and concisely in written communication. (Focus on one aspect of the SLO)</p> | <p>Based on face-to face meetings, faculty whose classes were assessed and the English faculty will recommend changes to be made to respective courses. Suggestions on what new information should be shared with students, how it should be taught and how it should be assessed will be developed. Students would be made aware of these changes and the rationale through revised syllabi and in sharing verbally at the start of the semester. To improve the program and course curricula and to refine the program assessment process, results of this data, lessons learned about assessment techniques, and recommended changes to Mangt. 420 will be shared with department faculty. As a result of the student performance as assessed in the Management 420 course, changes thought necessary for earlier courses in the curriculum that focus on communication skills will be addressed.</p> |
| <p>Develop and demonstrate skills in managing and leading people, organizations, and systems. (The initial focus will be on managing and leading people.)</p> | <p>Based on face-to face meetings with Technology Management faculty and Advisory Board members, faculty and advisory board members will recommend changes to be made to respective courses. Suggestions on what new information should be shared with students, how it should be taught and how it should be assessed will be developed. Students would be made aware of these changes and the rationale through revised syllabi and in sharing verbally at the start of the semester. Results of the data, lessons learned about assessment techniques, recommendations, and changes made to Management 420 will be shared with department faculty to improve the program/course curriculum and to refine the program assessment process.</p> |